

Deykin Avenue Community Nursery

Deykin Avenue Junior & Infant School, Deykin Avenue, BIRMINGHAM, B6 7BU

Inspection date

10/09/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- Staff plan interesting activities for children and challenge their learning very well through good quality teaching, so that they make good progress.
- There is very effective monitoring of all aspects of the nursery provision, which means that children's learning opportunities continually improve. Very strong partnerships with other professionals and parents means that all children's needs are very well met.
- Staff ensure children learn to make healthy food choices, as they involve parents in healthy eating initiatives. Top priority is given to protecting children's health and well-being.
- Children are safe at the nursery as staff implement very effective policies and procedures and have a thorough knowledge of child protection.

It is not yet outstanding because

- There is further scope to extend the already strong partnership with parents by finding ways to involve them even further in children's learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the playroom and the outdoor play area.
- The inspector held meetings with the manager of the nursery and the Chair of the Committee.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Deykin Avenue Community Nursery was registered in 2013 on the Early Years Register. It is situated in a room in Deykin Avenue Primary school in the Witton area of Birmingham and is managed by a voluntary committee. It serves the local area and is accessible to all children. The nursery opens on Monday to Friday from 8.30am to 3.30pm during term time only. There is an enclosed area available for outdoor play.

The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 and 6, including the manager, who holds Senior Practitioner Status and a BA qualification in Early Childhood Studies. Children attend for a variety of sessions. There are currently 26 children attending, who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children, who speak English is an additional language. It receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the already strong partnership with parents and carers by finding ways to involve them even further in their support of children's learning, such as by setting up informal play workshops or drop-in play sessions.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff begin to observe children from their first week at nursery, in order to assess what they know and can do. This is collated with detailed information from parents, so that staff have a clear starting point on which to build children's learning. They work together to plan exciting activities based around children's needs and interests. The playroom and outdoor area are very well resourced and provide enabling environments in which children thrive. Staff are very knowledgeable about how children play and learn and teaching is very effective in challenging all children in their learning. This means that children make very good progress. Staff make continuous assessments of children's progress through their detailed observations. These are analysed regularly, so that any gaps in learning are quickly identified and addressed. Staff evaluate their teaching and planning very effectively, in order to adapt the activities, so that children build on their individual learning. They plan focused activities and small group discussions, which develop children's language and communication skills extremely well.

Parents are made to feel very welcome at the nursery and are encouraged to share information about their children each day, so that their needs are met. Staff invite questions and comments from parents about children's learning, so that both parents and staff are very well informed about children's activities, routines and progress. Very informative displays, newsletters and daily contact with children's key person help parents to understand the purpose of children's play and how they may support their learning at home. There is scope to extend this support further by finding ways to involve parents in workshops and encourage them to engage in mutual support.

All children in the nursery are aged three years when they start. They are grouped together in one room with the manager and two members of staff. A raised platform provides a small, cosy area where children look at books or engage in small group discussions with their key person. This helps to develop children's confidence in speaking and communicating with others, particularly for children for whom English is an additional language. Staff encourage parents to share words in their home language. Staff use this and their own knowledge to support children very well and ensure they learn English alongside their own language. Staff extend children's vocabulary very well, as they name objects and encourage children to repeat the word, so that they remember it, such as 'keyboard' or 'mouse'.

Children are challenged very well during their activities and the quality of teaching is very good. For example, children work with a member of staff to make a slide from large wooden bricks. They are asked about the shapes of the bricks, many of which they know and how they can make the slide higher without it falling down. Staff show children how to use simple computer programs to count and learn a wide range of early reading, writing and mathematical skills. They also develop their technological skills very well through the use of computers and an interactive whiteboard. Children develop their physical skills very well outdoors through the use of a very good range of climbing and balancing equipment, wheeled toys, balls and bouncy sit-on toys. They are imaginative in their role play, dressing dolls or playing with the dolls house. Children enjoy exploring a wide range of natural materials on display and in easily accessible baskets. They grow flowers and vegetables and help to look after two rabbits. This means that they learn about nature and the care of living things.

The nursery is rich in print and children are very well prepared for school, as they learn to recognise and write the shapes and sounds of letters. Staff work closely with the staff of the reception class in the next room, so that children receive continuity of care and learning when they move into school.

The contribution of the early years provision to the well-being of children

Children are very happy and secure, as they form close bonds with their key person and the other staff. As all children are in one room, they get to know each other quickly. Staff obtain detailed information from parents about children's needs, so that these are fully met. Children's interests are valued, which helps them to engage in their learning, as staff plan around these. Children bring comfort items from home, which they may hold if they

are tired or upset. Links with home are important in the nursery, as this helps children to feel secure. A child is comforted on the first day by seeing the rabbits, as the child has some at home. Children's birthdays and special occasions are celebrated, which makes them feel valued. Staff work very well with parents to settle children into nursery, as they stay with them for their first session. Children's time alone at nursery is increased throughout the first few days until they are familiar with their new surroundings.

Staff ensure children become familiar with the nursery routines, such as washing their hands before snack time and after going to the toilet. They explain that their hands need to be clean before they eat. Children learn to make healthy food choices at snack time, as they choose from strawberries, celery, apple, banana or cucumber. Staff explain that these are good for them and parents are involved in healthy eating workshops, so that children may continue to eat healthily at home. Staff invite parents to nursery to lead cooking sessions with children, which involves them in their learning. Staff are very vigilant in making sure children's dietary requirements are adhered to, so that their health is well protected. Children learn the importance of fresh air and physical exercise as part of a maintaining healthy lifestyle while accessing the outdoor area.

Behaviour is very good and children play very well together. They tidy up willingly and respond very well to the clear boundaries set by staff. They manage risks safely on the climbing and balancing equipment at nursery and staff teach them to keep themselves safe. Transitions to school are greatly eased, as the nursery is in the school building. The reception class is in the next room, so children see their siblings and get to know the school staff throughout their year at nursery, so they feel very secure when they start school. Staff contact other schools children will be attending and invite teachers to visit the nursery. They pass on information to the teachers and prepare children very well through role play and discussions. Parents are involved throughout the process, which is tailored to meet children's individual needs.

The effectiveness of the leadership and management of the early years provision

There is very effective monitoring and supervision in the nursery and close links with the head teacher, senior school staff and the chair of the management committee assist with this process. The manager and the two nursery staff work very well as a team to monitor all aspects of the provision and to appraise each other's practice. They are very well motivated, so there is continuous improvement in the nursery. Training courses are attended according to staff needs, so that they continue to improve their knowledge and skills and shape their professional development. Self-evaluation is very effective and all staff, the management committee and children have input into this. Areas for improvement are identified and an ongoing action plan ensures that these are addressed.

Children are very safe at the nursery, as detailed and effective policies are understood and implemented by all staff. They have a thorough knowledge of child protection, which is updated regularly through training courses. The premises are secure and daily risk assessments ensure children are safe. There are rigorous procedures for the collection of children and for vetting the suitability of staff.

There are strong partnerships with parents, other professionals and other local early years providers. The nursery receives advice on the provision from a local early years advisor and from school staff. There are close links with a wide range of health professionals with whom staff have worked in the past to support children's needs. Links with local children's centres and the school in the same building means that staff share ideas and best practice regularly and provide excellent support for children and their families.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY456120
Local authority	Birmingham
Inspection number	908982
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	26
Name of provider	Deykin Avenue Nursery Committee
Date of previous inspection	not applicable
Telephone number	01214644461

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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